

## Assessment Means Form: Print Awareness

**Assessment Overview:** Teachers should aim to assess students in the most naturalistic environment first (i.e., observation) before moving on to more intentionally structured activities (i.e., the Situation).

**What Teachers Need to Know and Observe:** The purpose of this progression is to assess the skill sets needed to identify the features of print (i.e., pictures and text); it is not about taking meaning from text.

**General Teacher Instructions:** Skills A-G can be assessed in sequence; alternatively, most skills can be assessed individually.

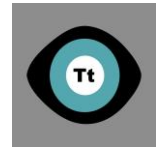
**Observation Instructions:** Observe child interacting with a book independently, with a partner, or in a small group (without prompts from the teacher).

Potential Opportunities for Observation	Potential Materials
<p>Books may be available in any setting where children will be interacting with books:</p> <ul style="list-style-type: none"> <li>➤ Centers (e.g., math, literacy)</li> <li>➤ Independent reading activities</li> <li>➤ Free play</li> <li>➤ Partner reading or Guided Reading</li> <li>➤ Rest time</li> <li>➤ Visiting the media center</li> <li>➤ In the middle of small group desks/tables</li> </ul>	<ul style="list-style-type: none"> <li>➤ Books with both pictures and at least one line of text</li> <li>➤ FOR SKILL E (return sweep), books must have at least two lines of text.</li> <li>➤ In general, early learning books (ones that contain 2 to 6 lines of text, utilize familiar content that is concrete and easy to understand, contains strong picture support, and uses mostly simple sentences) (Fountas and Pinnell, 1996)</li> </ul>

**Placing a Child on this Progression:** With all progressions, the goal is to identify the level at which the child is solidly performing. If the child is inconsistent at a given level, as children often are when they are learning a new skill, the correct placement is at a lower level. The teacher needs to collect enough evidence to be confident that the child is correctly placed on the progression. This will include multiple pieces of evidence where the child demonstrates the skill level at which he/she is placed and at least one documented instance of allowing the child the opportunity to demonstrate his/her skills/behavior at the next highest level. It will be difficult to place some children on a progression. Children who are not yet at Skill A should be marked as “Emerging” for that progression. Children who have reached the highest level of a progression should be marked at that highest level.

### Observation Prompts:

- Remind child that we read books.
- Remind child that objects, pictures, and text have a proper orientation (e.g., a top and a bottom).
- Avoid probes or instruction on print awareness skills prior to documenting child's placement on the progression.



## Print Awareness Observation Examples by Skill Level

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
<b>A</b>	Attends only to pictures and <u>ignores text</u> .		When Jonah and Sara are both looking at an early learning book, Jonah looks at, points to and/or comments only on the pictures.
<b>B</b>	Indicates the general area of text and/or where we read words ( <u>making a distinction between pictures and text</u> ).	- Teacher: "Show me the pictures."	A teacher observes Jason looking at an early learning book [with pictures and text]. She says, "Show me the pictures," and Jason points to the pictures and then talks about the words.
<b>C</b>	Indicates where to begin reading and that lines of text are read from top to bottom (where reading begins, <u>top to bottom directionality</u> ).		When Paige and Sam are both beginning to look at an early learning book, Paige places her finger on the first word of the page to indicate where reading begins.
<b>D</b>	Indicates that lines of text are read from left to right (e.g., tracking text) ( <u>left to right directionality</u> ).		When Jaime and Tim are both looking at an early learning book, Jaime sweeps his finger from left to right as he moves across a line of text.
<b>E</b>	Indicates that lines of text are read from left to right; and at the end of each line, returns to the beginning of the next line of text (e.g., tracking text) ( <u>return sweep</u> ).		When Tonia and Pat are both looking at an early learning book, Tonia sweeps her finger from left to right and at the end of the line, return sweeps finger to the beginning of the next line of text.
<b>F</b>	<u>Distinguishes between a letter and a word</u> on a page of text (excluding the words a, A, and I).	Note that this skill can only be assessed in a situation; an observation is not appropriate.	



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Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
<b>G</b>	Indicates one word on the page for each word read aloud ( <u>concept of word</u> ).		<i>When the teacher reads an early learning book to a small group, Ruth indicates each word in text as it is read aloud, moving from left to right (she does not necessarily have to indicate the exact word being read).</i>

**\*\*NOTE:** These activities may also be used to gather data for Book Orientation.

## Print Awareness Situation

### Help Me Read this Book

**Purpose:** Teacher engages child with an early learning book in order to determine placement on a progression of print awareness skills.

**Situation Instructions:** Teacher presents child with an early learning book that contains pictures and text, and says

- “Help me read this book.”
- “How should we read this book?”
- “I am going to read this book to you”.

Skills A-G can be assessed in sequence; alternatively, most skills can be assessed individually.

**Suggested Group Size:** Teacher with one child

**Situation Prompts:**

- Remind child that we read books.
- Remind child that objects, pictures, and text have a proper orientation (e.g., a top and a bottom).

**\*\*Note:** This activity may also be used to gather data for Book Orientation

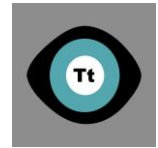
**NOTE:** There is no Task for Print Awareness

#### Materials

- ✓ Books with both pictures and text
- ✓ Early learning books (ones that contain 2 to 6 lines of text, utilize familiar content that is concrete and easy to understand, contains strong picture support, and uses mostly simple sentences) (Fountas and Pinnell, 1996)
- ✓ Child may use cards to frame letters and words (Skills F & G).

#### Things to Avoid

- ✓ Assessing in a small group where children may take cues from other children instead of making individual decisions.
- ✓ Probes or instruction on print awareness skills prior to documenting child's placement on the progression.



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### Print Awareness Situation Examples by Skill Level

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
<b>A</b>	Attends only to pictures and <u>ignores text</u> .	<ul style="list-style-type: none"> <li>- “Show/tell me what you see on this page?”</li> <li>- Avoid pointing to the pictures or text.</li> </ul>	When sitting beside the teacher and reading a book together, the teacher asks Ellie, “Show me what you see on this page? Ellie then points to or describes only the pictures.
<b>B</b>	Indicates the general area of text and/or where we read words ( <u>making a distinction between pictures and text</u> ).	<ul style="list-style-type: none"> <li>- “Show/tell me what you see on this page?”</li> <li>- Avoid pointing to the pictures or text.</li> </ul> <p>Note that teacher should assess Skills A and B together.</p>	When sitting beside the teacher and reading a book together, the teacher asks Sue “What is on this page? Sue points to or describes both the pictures and the text.
<b>C</b>	Indicates where to begin reading and that lines of text are read from top to bottom (where reading begins, <u>top to bottom directionality</u> ).	<ul style="list-style-type: none"> <li>- “Show me where I should begin reading.”</li> <li>- Avoid pointing to or indicating any words on the page.</li> </ul>	When preparing to read a book aloud to Ariel, the teacher says, “I’m going to read this book to you. Can you show me where I should begin reading?” Ariel indicates the first word on the page.
<b>D</b>	Indicates that lines of text are read from left to right (e.g., tracking text) ( <u>left to right directionality</u> ).	<ul style="list-style-type: none"> <li>- “Show/tell me how I should read the words on this page.”</li> <li>- Avoid any reference to left, right directionality.</li> </ul>	The teacher says to Aaron, “I am going to read this book to you. Tell me how I should read the text on this page. Aaron tells the teacher that she should read from left to right.
<b>E</b>	Indicates that lines of text are read from left to right; and at the end of each line, returns to the beginning of the next line of text (e.g., tracking text) ( <u>return sweep</u> ).	<ul style="list-style-type: none"> <li>- “Show/tell me where I should read next.”</li> <li>- Avoid any reference to left, right directionality or return sweep.</li> </ul> <p>Note that teacher should assess Skills D and E together.</p>	The teacher says to Alice, “I am going to read this book to you. Show me where I should read next. Alice sweeps her finger from left to right and moves her finger to the beginning of the second line.
<b>F</b>	<u>Distinguishes between a letter and a word</u> on a page of text (excluding the words a, A, and I).	<ul style="list-style-type: none"> <li>- “Show me a letter”, “Show me a word”.</li> </ul> <p>Avoid questions about or pointing to specific letters or words on the page.</p>	When sitting beside Ernie and reading a book together, the teacher says, “Show me a letter” and Ernie points to one letter. Next the teacher says, “Show me a word” and Ernie points to one word.



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<b>G</b>	Indicates <u>one word on the page for each word read aloud</u> (concept of word).	<p>- “I am going to begin here. Show me/point to each word as I read.”</p> <p>Note that the child does not necessarily have to indicate the exact word being read.</p>	While reading a book aloud to Maurice, the teacher says, “Show me each word as I read.” Maurice follows along and indicates each word on the page, moving from left to right with each word the teacher reads.